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ABSTRACT

The original program goal for development was to provide implementation of a Guidance Exploratory Model (GEM) at the elementary level which combines career education, guidance, exploration and academics. During the planning stages of GEM, monies were received from Title IV-B to purchase books and audio-visual materials to initiate the concept through media. GEM program goals are to stress self-awareness, goal-setting skills and career exploration. Appendices provide a list of media materials, GEM program goals, student and career education knowledge inventories, and lesson plans. Lesson plans include time limit, grade level, goal, materials needed and procedure. Although the GEM program is geographically specific, it can be used as a model in other elementary schools. (Author/BMW)

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SUMMARY

GUIDANCE EXPLORATION MODEL

(GEM)

1978 - 1979

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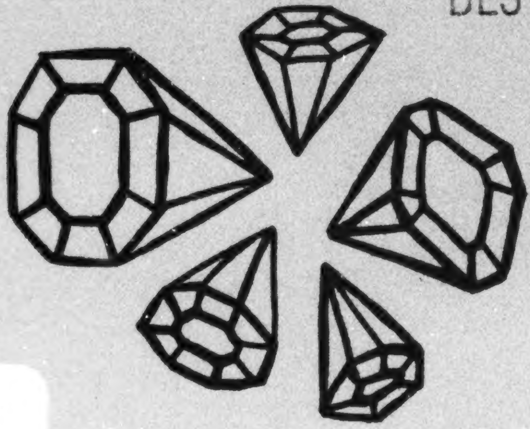

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CG 014010

1979

Billie M. Thompson
Career Education Coordinator

THIS PROJECT IS NOW KNOWN AS:
TEMPE AREA
CAREER AND CURRICULUM DEVELOPMENT

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PREFACE

It is a well known fact that a program is only as good and successful as the people in it. The GEM concept at Scales and Wards schools owes its overwhelming success and acceptance to several people:

- Helen Loving, Counselor, who developed and led the activities for groups of students
- Betsy Gravens, Counseling Clerk, who successfully set up the operational logistics of the GEM and monitored the students and materials
- and, Robert Harrison and Andy Avila, Principals, who lent their support in the form of organization skills, enthusiasm and providing the GEM Rooms off of the library's counseling centers.

Thank you for developing a concept to provide an opportunity for students to grow effectively in both career and leisure knowledge and skills.

GOAL

The original funding goal upon which the program was developed was:

To provide for implementation of a Guidance Exploratory Model (GEM) at the elementary level which weaves the four major strands of Career Education, Guidance, Exploration and Academics together.

THE ORIGINAL OBJECTIVES WERE:

By May 30, 1978, the GEM Center will be fully functioning to serve the needs of the students and staff at Scales School as evidenced by written guidelines, procedures and forms of the center.

By May 30, 1978, the students will demonstrate an increase in awareness of the relationship between the academic skill areas and careers as evidenced by pre- and post-test scores.

THE EVALUATION PROCEDURE FOR THE 1977-78 YEAR OF OPERATION WERE:

Forms were developed as they were needed to assist the counselor and aide in the center operation. A master file was set up containing necessary forms. Unit guidelines were compiled.

The Career Knowledge Inventory was administered as a pre- and post assessment intrument.

EVALUATION FINDINGS FOR 1978 WERE:

The forms, guidelines and procedures necessary for the functioning of the GEM Center are attached.

The Career Knowledge Inventory results indicated an increase of five percent in the level of understanding of the relationship between academic skills and careers. This was after only four sessions on one of the three areas of Career Awareness, Self Awareness or Decision Making.

OVERVIEW AND BACKGROUND

Career Education for Tempe Area Students (CETAS) spent from June, 1975 to November, 1977 planning, acquiring media and seeking a funding souce for the Guidance Exploration Model (GEM). The developmental description of the concept was based on information provided by the Ventura County California Regional Occupational Program for high school students. To our knowledge, no comparable program was available for students, K-6.

During the planning stages, Tempe Elementary District #3 received Title IV -B monies to initiate the concept through media. Books and audio visual materials were purchased for each school's library as well as supplementary materials for counselors to use with students. The materials stress self awareness, goal setting skills and career exploration which directly complements the GEM goals.

The GEM concept funding began in late January 1978 and ended June 30, 1978. The following materials were compiled to enable interested educators (counselors, principals and teachers) to adapt the concept to their individual situations. During the 1978-79 school year funding has continued. Monies have been available only for the salary of the Counseling Clerk and very few new materials. This year the GEM program has also been extended to Ward Elementary School. Students in grades 1-6 participate.

PROCEDURES FOR IMPLEMENTATION

1. Find a place for implementing the GEM concept. This can be a corner of the library, a classroom corner, or a small room where groups of students can comfortably meet with the school counselor. It is necessary to obtain tables and chairs for student use. Many activities can be done on the floor, so carpeting would be a good idea. If possible, decorate the area with posters (Argus) or appropriate art work done by students. Also have a filmstrip projector, overhead transparency projector, and several studymates (filmstrip projector/tape recorders) available.

2. To be successful, be very familiar with what is available for use with the three groups (Self-Awareness, Career Awareness, and Decision Making) at each level - primary and intermediate. The GEM materials list is attached as Appendix A.

3. Send a letter similar to Appendix B since this might be a new program for your school. Ask the faculty at your school to distribute the "letter to parents" in all first through sixth grade classes. Parents appreciate knowing about activities like this.

4. Plan a short in-service to acquaint your peers with the GEM concept and the goals. The goals are attached in Appendix C.

5. Prepare copies of the following:

   "Career Education Knowledge Inventory 4-6" (Appendix G)
   Make enough for each student in the largest class.
   (These are reusable, students should not write on them.)

   Answer sheet for "Career Education Knowledge Inventory 4-6" (Appendix H)

   "Career Education Knowledge Inventory K-3" (Appendix G)

   Student Inventory K, 1 and 2 (Appendix D)

   Student Inventory 3 and 4 (Appendix E)

   Student Inventory 5 and 6 (Appendix F)

6. Use the "Career Education Knowledge Inventory" as a pre- and post assessment to measure pupil gain. Personally arrange a convenient time with each teacher to administer the inventories to students.

7. Use the "Student Inventory" to determine student placement in one of three major groups - Career Awareness, Self-Awareness and Decision Making. The 4-6 inventories were grouped through the following methods. If students answer YES to questions 1, 2 and 3 on the "Student Inventories", they belong in the Self-Awareness group. Students choosing YES to questions 4 and 5 should be placed in the Decision Making group. Those students answering yes to questions 6 and 7 belong in the Career Awareness group.

Any student with all or a majority of NOT SURE answers should be placed in the Decision Making group. If the answers were split, students were placed in the group for which they had the majority of questions answered YES. Be sure to make note of special interests noted in question 8. File the "Career Knowledge Inventory" answer sheets and the Career Knowledge Inventory until the end of all units. You may have to form more than one group per topic at a grade level or you may wish to combine grade levels. Ten to fifteen students per group is a comfortable size. For grades K-2 questions 1 through 5 indicates Self-Awareness; questions 5 and 6 are Decision Making; and questions 8 and 9 are Career Awareness.

8. Arrange group meeting times for each student group with the classroom teachers. We have found that it is easiest for each grade to schedule a particular time slot for GEM two days a week; i.e., 1st grade groups all meet Monday and Wednesday 12:00 to 12:30 p.m.; all 2nd grade groups meet Tuesday and Wednesday 1:45 p.m. to 2:15 p.m. etc. Teachers and students then become aware of the schedule, and classroom disruption is avoided.

9. Write out the "GEM Invitations" (Appendix I) and distribute to students. Printed, lime-green invitations are available at the CETAS office. Please call 968-1824 or 968-9957.

10. Carefully review the units:

Appendix J	Self-Awareness
Appendix K	Career Awareness
Appendix L	Decision Making

11. Meet each group of students for the four sessions for each unit in the GEM area. Supply the teachers with supplementary activities for the classroom if it is appropriate.

12. Administer the "Career Knowledge Inventory" (Appendix G) to all the students. You will need more "Career Knowledge Inventory" Answer Sheets (Appendix H). Compare the percentages in the answers to see if there is a change in the student's career knowledge.

13. Ask the teachers to fill out the "Teacher Assessment Form" (Appendices M, N, O) for each unit in which the students in their class participated. Try to incorporate their suggestions into the program.

APPENDIX A

GEM MATERIALS (CETAS & TITLE IV - B)

By Grade Level Topic Area

PRIMARY SELF AWARENESS KITS

Omatea, Ellen S.	The Yellow Brick Road	Career Education Center, Florida St. University, 1975
American Guidance Service, Inc.	D.U.S.O. Kit - D-I	A.G.S., 1970
Argus Communications	Fuzzies	Argus Communications, 1974
Argus Communications	Got To Be Me	Argus Communications, 1976
Guidance Associates	The Cat Who Never Enjoyed Himself	Guidance Associates, 1975
Guidance Associates	First Things: Guess Who's In A Group!	Guidance Associates, 1970
Guidance Associates	First Things: What Do You Expect Of Others?	Guidance Asso.,1970
Guidance Associates	First Things: What Happens Between People	Guidance Asso., 1970
Guidance Associates	First Things: Who Do You Think You Are?	Guidance Asso., 1970
Guidance Associates	First Things: You Got Mad, Are You Glad?	Guidance Asso., 1970
Scholastic Magazines	Getting Along (Kindle Unit 3)	Scholastic, 1972
Scholastic Magazines	Mixing In (Kindle Unit 4)	Scholastic, 1974
Science Research Asso.	Stage I: Awareness	Science Research Asso., 1970
Society For Visual Education	The Lollipop Dragon - The Me I Can Be!	SVE,1976
Ten Publications	Key Interests Development Survey(K.I.D.S.)	Ten Publ's 1977
Troll	Me, That's Who	Troll Associates, 1975

GEM MATERIALS (CETAS & TITLE IV - B)

By Grade Level Topic Area

PRIMARY SELF-AWARENESS BOOKS

Alexander, Martha,	Nobody Asked Me If I Wanted A Baby Sister	Dial, 1971	unp.
Alexander, Sue	Small Plays For You And A Friend.	Seabury, 1973	48P.
Anglund, Joan Walsh	What Color Is Love?	Harcourt, 1966	unp.
Arnstein, Helene S.	Billy And Our New Baby	Behavioral, 1973	unp.
Arvego, Jose	Look What I Can Do	Scribner, 1971	unp.
Bailan, Lorna	Sometimes It's Turkey, Sometimes Its Feathers	Abingdon 1973	unp.
Baylor, Byrd	Sometimes I Dance Mountains	Scribner, 1973	unp.
Beim, Jerrold	Kid Brother	Morrow, 1952	48p.
Beim, Jerrold	Too Many Sisters	Morrow, 1956	43P.
Berger, Terry	I Have Feelings	Behavioral, 1971	unp.
Blaine, Marge	Terrible Thing That Happened At Our House	Parents, 1975	unp.
Bradbury, Peggy	Snake That Couldn't Slither	Putnam, 1976	32p.
Brandenburg, Franz	I Wish I Was Sick Too	Morrow, 1976	unp.
Brenner, Barbara	Walt Disney's The Penguin That Hated The Cold	Random,1973	unp.
Bridwell, Normal	Clifford's Good Deeds	Four Winds, 1975	unp
Clymer, Eleanor	Leave Horatio Alone	Atheneum, Atheneum, 1975	63p.
Coombs, Patricia	Lisa And The Grompet	Lothrop, 1970	unp.
Dalgliesh, Alice	The Courage Of Sara Noble	Scribner, 1954	52p.
DePaola, Tomie	Strega Nona	Prentice, 1975	unp.
Dunn, Phoebe & Tris	Feelings	Creative Educational Soc., 1971	unp.
Fossler, Joan	Don't Worry, Dear	Behavioral, 1971	unp.
Friskey, Margaret	Rackety That Very Special Rabbit	Children's Press, 1975	29p.
Gantos, Jack	Fair Weather Friends	Houghton, 1977	32p.

Ginsbert, Mirra	Mushroom In The Rain	MacMillan, 1974	unp.
Guggenmos, Ursula	Dragon Franz	Morrow, 1976	unp.
Hazen, Barbara	Ups And Downs Of Marvin	Atheneum, 1976	unp.
Heide, Florence Parry	That's What Friends Are For	Four Winds, 1968	unp.
Hoban, Russell	Little Brute Family	MacMillan, 1966	unp.
Johnston, Johanna	Edie Changes Her Mind	Putnam, 1964	48p.
Keats, Ezra Jack	Lovie	Morrow, 1975	unp.
Keats, Ezra Jack	Peter's Chair	Harper, 1967	unp.
Koci, Marta	Ivan, Divan, And Zariman	Parents, 1973	unp.
Kraus, Robert	Herman The Helper	Dutton, 1974	unp.
Kraus, Robert	Leo The Late Bloomer	Windmill, 1971	unp.
Kraus, Robert	Owliver	Dutton, 1974	unp.
Lerner, Marguerite Rush	Red Man White Man, African Chief	Lerner, 1960	unp.
Lionni, Leo	A Color Of His Own	Pantheon, 1975	unp.
McGovern, Ann	Scram Kid	Viking, 1974	unp.
Mannheim, Greta	Two Friends	Knopf, 1968	unp.
Margolis, Richard	Wish Again Big Bear	MacMillan, 1972	34p.
Mayer, Mercer	You're The Scaredy Cat	Parents, 1974	unp.
Pascal, David	Silly Knight	Funk & Wagnall, 1967	unp.
Peck, Richard	Monster Night At Grandma's House	Viking, 1977	unp.
Peet, Bill	Big Bad Bruce	Houghton, 1977	38p.
Philipson, Morris	Everything Changes	Pantheon, 1972	unp.
Reed, Betty Jane	More Mom For Tom	Denison, 1971	31p.
Saunders, Lowell	Kitten Who Was Different	Denison, 1966	unp.
Sharmat, Marjorie	I'm Not Oscar's Friend Anymore	Dutton, 1975	unp.

Silverstein, Shel	Giving Tree	Harper, 1964	unp.
Tallon Robert	Rotten Kidhabets	Holt, 1975	unp.
Tapio, Pat	Lady Who Saw The Good Side Of Everything	Seabury, 1975	unp.
Udry, Janic May	How I Faded Away	Whitman, 1976	unp.
VanWoerkom, Dorothy	Queen Who Couldn't Bake Gingerbread	Knopf, 1975	unp.
Vigna, Judith	Couldn't We Have A Turtle Instead?	Whitman, 1975	unp.
Viorst, Judith	Tenth Good Thing About Barney	Atheneum, 1976	25p.
Waber, Bernard	But Names Will Never Hurt Me	Houghton, 1976	32p.
Warburg, Sandol	Growing Time	Houghton, 1969	44p.
Wells, Rosemary	Noisy Nora	Dail, 1973	unp.
Wittels, Harriet	Things I Hate!	Behavioral, 1973	unp.
Zoltow, Charlotte	My Grandson Lew	Harper, 1974	32p.

GEM MATERIALS (CETAS & TITLE IV - B)

By Group Level Topic Area

INTERMEDIATE SELF-AWARENESS BOOKS

Anderson, Mary	F.T.C. Superstar	Atheneum, 1976	156p.
Arkin, Alan	Lemming Condition	Harper, 1976	58p.
Barker, Beth	Dupper	Morrow, 1976	147p.
Blue, Rose	Month Of Sundays	Watts, 1972	60p.
Blume, Judy	Freckle Juice	Four Winds, 1971	40p.
Bonzon, Paul	Runaway Flying Horse	Parents, 1976	unp.
Cleary, Beverly	Ramona The Pest	Morrow, 1968	192p.
Conford, Ellen	Just The Thing For Geraldine	Little, 1974	32p.
Coutant, Helen	First Snow	Knopf, 1974	30p.
Cunningham, Julia	Maybe, A Mole	Pantheon, 1974	81p.
Dahl, Roald	Danny, The Champion Of The World	Knopf, 1975	198p.
Dalqliesh, Alice	The Courage Of Sarah Noble	Scribner, 1954	52p.
Dobrin, Arnold	Scat	Four Winds, 1971	unp.
Estes, Eleanor	Hundred Dresses	Harcourt, 1944	80p.
Gardner, Richard A.,	Dr. Gardner's Stories Of The Real World,	Prentice-Hall, 1972	127p.
Gerson, Mary-Joan	Why The Sky Is Far Away	Harcourt, 1974	unp.
Gray, Genevieve	Sore Loser	Houghton, 1974	74p.
Greene, Constance	Girl Called Al	Vilcing, 1969	127p.
Haywood, Carolyn	Here's A Penny	Harcourt, 1944	158p.
Hjelm, Jerry	Thaddeus Jones And The Dragon	Oddo, 1968	64p.
Jeschke, Susan	Firerose	Holt, 1974	unp.
Kingman, Lee	Georgina And The Dragon	Houghton, 1972	105p.
Krantz, Hazel	100 Pounds Of Popcorn	Vanguard, 1961	126p.

Lorenzo, Carol Lee	Mama's Ghosts	Harper, 1974	169p.
Lueders, Edward	Zero Makes Me Hungry	Lothrop, 1976	143p.
MacDonald, Betty	Mrs. Piggle Wiggle	Lippincott, 1947	119p.
Mann, Peggy	My Dad Lives In A Downtown Hotel	Doubleday, 1973	92p.
Merriam, Eve	Rainbow Writing	Atheneum, 1976	51p.
Merrill, Jean	Black Sheep	Pantheon, 1969	74p.
Miller, Ruth White	City Rose	McGraw, 1977	171p.
Monjo, F.N.	Letters To Horseface	Viking, 1975	91p.
Peet, Bill	Whingdingdilly	Houghton, 1970	60p.
Prieto, Mariana	Tomato Boy	Day, 1967	48p.
Richler, Mordecai	Jacob Two-Two Meets The Hooded Fang	Knopf, 1975	84p.
Robinson,Barbara	Best Christmas Pageant Ever	Harper, 1972	80p.
Ross, G. Max	When Lucy Went Away	Dutton, 1976	unp.
Schwartz, Alvin	Cross Your Fingers, Spit In Your Hat	Lippincott, 1974	161p.
Schwartz, Alvin	Whoppers	Lippincott, 1975	127p.
Smaridge, Norah	You Know Better Than That	Abingdon, 1973	unp.
Stanek, Muriel	I Won't Go Without A Father	Whitman, 1972	unp.
Teague, Bob	Agent K-13 The Super-Spy	Doubleday,	47p.
Waber, Bernard	I Was All Thumbs	Houghton, 1975	48p.
Warburg, Sandol	Growing Time	Houghton Mifflin, 1969	44p.
Watts, Mabel	King And The Whirlybird	Parents, 1969	unp.
Williams, Jay	Everybody Knows What A Dragon Looks Like	Four Winds, 1976	unp.

GEM MATERIALS (CETAS & TITLE IV - B)

By Grade Level Topic Area

INTERMEDIATE SELF-AWARENESS KITS

Amatea, Ellen S.	The Yellow Brick Road	Career Education Center, Florida St. University, 1975
American Guidance Service,	D.U.S.O. Kit D-2	A.G.S., 1973
American Guidance Service	Toward Affective Development(T.A.D.)	A.G.S., 1974
Argus Communications	Feelings & Thoughts	A.C., 1974
Guidance Associates	Brothers, Sisters Feelings And You	G.A, 1974
Guidance Associates	The Cat Who Never Enjoyed Himself	G.A., 1975
Harmin, Mervill, Ph.D.,	Making Sense Of Our Lives	A.C., 1974
Incentive Publications	I've Got Me And I'm Glad	I.P., 1977
Scholostic Book Services	Becoming Yourself Unit III	S. Magazines, 1975
Science Research Associates,	Focus On Self Development, Stage III: Involvement	S.R.A., 1972
Science Research Associates,	Focus On Self Development, Stage II: Responding	S.R.A., 1971
Ten Publications,	Key Interests Development Survey (K.I.D.S.)	Ten P., 1977
Ungame Co.,	Social Security	Ungame Co., Board Game
Ungame Co.,	The Ungame	Ungame Co., board game

GEM MATERIALS (CETAS & TITLE IV - B)

By Grade Level Topic Area

PRIMARY CAREER AWARENESS KITS

Amatea, Ellen S. The Yellow Brick Road Career Education Center, Florida St. University, 1975

Developmental Learning Materials, Career Flip Book D.L.M. 1976

Developmental Learning Materials, Occupation Photographs D.L.M. 1976

Education Achievement Corp., The Valuing Approach To Career Education, K-2 Series: The Do-It Dust Factory Series E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, K-2 Series: Hannibal Hippo Series E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, K-2 Series: Hannibal Earns & Spends E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, K-2 Series: Helpers, Three-In-One Game E.A.C., 1973

Learning Resource Center, Career Awareness Primer L.R.C., 1976

Learning Resource Center, Jobs 'N' Things Lotto L.R.C., 1975

Media Materials Careers with Jobbo Media Materials, 1978

Society For Visual Education, The Dragons Decks And Game Mat S.V.E., 1976

Society For Visual Education, The Lollipop Hop Floor Game! S.V.E., 1976

Society For Visual Education, World OF Work or The Lollipop Dragon S.V.E., 1974

Teaching Resources Skills At Work #2 Resources, 1976

GEM MATERIALS (CETAS & TITLE IV - B)

By Grade Level Topic Area

INTERMEDIATE CAREER AWARENESS KITS

Amatea, Ellen S. The Yellow Brick Road Career Education Center, Florida St. University, 1975

American Guidance Service, D.U.S.O. Kit - D-2 A.G.S., 1973

Developmental Learning Materials, Career Education Resource Card File DLM, 1976

Developmental Learning Materials, Occupation Photographs DLM. 1976

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: Adventures In Valuing E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: The Fortune Fun Game E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, K-2 Series: Hannibal Earns & Spends E.A.C.,1973

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: It's Your Choice E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: School Values Auction Game E.A.C.,1973

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: The Subway Adventure E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: You Are There E.A.C., 1973

Education Achievement Corp., The Valuing Approach To Career Education, 3-5 Series: Workers Charades Game E.A.C.,1973

Guidance Associates Career Discoveries: People Who Create Art G.A.,1972

Guidance Associates Career Discoveries: People Who Help Others G.A.1972

Guidance Associates Career Discoveries: People Who Influence Others G.A.1973

Guidance Associates Career Discoveries: People Who Make Things G.A., 1973

Guidance Associates Career Discoveries: People Who Organize Facts G.A.,1972

Guidance Associates Career Discoveries: People Who Work In Science G.A.1973

Guidance Associates Off We Go To The Auto Proving Ground G.A., 1973

INTERMEDIATE CAREER AWARNESS KITS Cont.

King Features	"Popeye" Career Awareness Program	K.F., 1973
Learning Resource Center,	Jobs 'N' Things Lotto	L.R.C., 1975
Learning Tree	Careers That Help People:Part I	L. Tree, 1975
Learning Tree	Careers That Help People:Part II	L. Tree, 1975
Media Materials	Careers And You	Media Materials, 1978
Society For Visual Education,	Foundations For Occupational Planning: What Are Job Families?	S.V.E., 1967
Society For Visual Education,	Foundations For Occupational Planning: What Do You Like To Do?	S.V.E., 1967
Society For Visual Education,	Foundations For Occupational Planning: What Good Is School?	S.V.E., 1967
Society For Visual Education,	Foundations For Occupational Planning: What Is A Job?	S.V.E. 1967
Society For Visual Education,	Foundations For Occupational Planning: Who Are You?	S.E.V. 1967
Teaching Resources	Skills At Work #2	T.R.C.1976
Teachers	Career Capers	Teachers,1977
Troll Asso.	What Do People Do?	Troll Asso., 1974
Troll Asso.	Working With Animals	Troll Asso.,1975
Xerox	Big Blue Marble Career Learning Center	Xerox 1975

GEM MATERIALS (CETAS & TITLE IV - B)

By Grade Level Topic Area

PRIMARY DECISION MAKING BOOKS

Aesop	Man The Boy And The Donkey	Whitman, 1958	unp.
Carlson, Natalie	Marie Louise's Heyday	Scribner, 1975	unp.
Fassler, Joan	Boy With A Problem	Behavioral, 1971	unp.
Figes, Eva	Scribble Sam	McKay, 1971	unp.
Freeman, Don	Seal And The Slick	Viking, 1974	unp.
Friedrick, Priscilla	Easter Bunny That Overslept	Lothrop, 1957	unp.
Gackenbach, Dick	Do You Love Me?	Seabury, 1975	unp.
Gray, Genevieve	Send Wendell	McGraw, 1974	unp.
Hazen, Barbara	Gorilla Did It	Atheneum, 1974	unp.
Hoff, Syd	Walk Past Ellen's House	McGraw, 1973	unp.
Hoff, Syd	Walpole	Harper, 1977	32p.
Holl, Adelaide	Long Birthday	Garrard, 1974	63p.
Hutchins, Pat	Don't Forget The Bacon	Morrow, 1976	unp.
Kay, Helen	One Mitten Lewis	Lothrop, 1955	unp.
Lionni, Leo	Biggest House In The World	Panthneon, 1968	unp.
Miles, Miska	Chicken Forgets	Little, 1976	30p.
Prather, Roy	No Tresspassing	MacMillan, 1974	unp.
Rockwell, Anne	No More Work	Morrow, 1976	56p.
Seeger, Pete	Foolish Frog	MacMillan, 1973	unp.
Solot, Mary Lynn	100 Hamburgers	Lothrop, 1972	unp.
Warburg, Sandol	Growing Time	Houghton Mifflin, 1969	44p.

GEM MATERIALS (CETAS & TITLE IV - B)

By Group Level Topic Area

PRIMARY DECISION MAKING KITS

American Guidance Service,	D.U.S.O. Kit D-1	A.G.S., 1970
Education Achievement Corp.,	The Valuing Approach To Career Education, K-2 Series: The Do-It Dust Factory Series	E.A.C., 1973
Education Achievement Corp.,	The Valuing Approach to Career Education K-2 Series: Hannibal Hippo Series	E.A.C., 1973
Education Achievement Corp.,	The Valuing Approach to Career Education, K-2 Series: Hannibal Earns & Spends	E.A.C., 1973
Education Achievement Corp.,	The Valuing Approach To Career Education, K-2 Series: Helpers, Three-in-One Game	E.A.C., 1973

INTERMEDIATE DECISION MAKING BOOKS

Clark, Ann Nolan	Year Walk	Viking, 1975	197p
Cleary Beverly	Socks	Morrow, 1973	157p
Cleven, Jorgen	Pete And Johnny To The Rescue	Random, 1974	unp
Collier, James L.	My Brother Sam Is Dead	Four Winds, 1974	unp
Cresswell, Helen	Bongleweed	MacMillan, 1973	138p
Degens, T.	Transport 7-41-R	Viking, 1974	171p
Duggan, Mary	Old Hawk's Gold	Steck-Vaughn, 1966	124p
Edwards Julie	Last Of The Really Great Whangdoodles		209p
Gardner, Richard A.	Dr. Gardner's Fairy Tales For Today's Children		96p
Gelford, Ravina	They Wouldn't Quit	Kerberm k962	54p

INTERMEDIATE DECISION MAKING BOOKS Cont.

Gripe, Maria	Julia's House	Delacorte, 1975	182p
Lively, Penelope	Driftway	Dutton, 1972	149p
Mathis, Sharon	Hundred Penny Box	Viking, 1975	47p
Moskin, Marietta	Lysbet And The Fire Kittens	Coward, 1973	46p
O'Dell, Scott	290	Houghton, 1976	unp
Rawls, Wilson	Summer Of The Monkeys	Doubleday, 1976	
Rose, Ann	As Right As Right Can Be	Dial, 1976	unp
Sachs, Marilyn	Dorrie's Book	Doubleday, 1975	136p
Schellie, Don	Me, Cholay & Co.	Four Winds, 1973	241p
Shore, June	What's The Matter With Wakefeild?	Abingdon, 1974	126p
Snyder, Anne	Nobody's Family	Holt, 1975	117p
Weddle, Ferris	Tall Like A Pine	Whitman, 1974	126p

INTERMEDIATE DECISION MAKING KITS

American Guidance Service,	D.U.S.O. Kit-D-2	A.G.S., 1973
Education Achievement Corporation,	The Valuing Approach To Career Education, 3-5 Series: Adventures In Valuing	E.A.C., 1973
Education Achievement Corporation,	The Valuing Approach To Career Education, K-2 Series: Hannibal Earns & Spends	E.A.C., 1973
Education Achievement Corporation,	The Valuing Approach To Career Education, 3-5 Series: It's Your Choice	E.A.C., 1973
Education Achievement Corporation,	The Valuing Approach To Career Education, 3-5 Series: The Subway Adventure	E.A.C., 1973
Education Achievement Corporation,	The Valuing Approach To Career Education, 3-5 Series: You Are There	E.A.C., 1973
Eye Gate	Making Decisions	Eye Gate

APPENDIX B

Lucille and Eddie Scales School

TEMPE ELEMENTARY SCHOOL DISTRICT NO. 3
1115 WEST 5TH STREET
TEMPE, ARIZONA 85281

ROBERT M. HARRISON
PRINCIPAL

Dear Parent:

This school year at Scales we are again part of an innovative concept in Career Education. It is called the Guidance Exploration Model (GEM) which will give students the additional opportunity to learn skills necessary for success in life. This program involves understanding oneself, learning to make wise decisions and building an awareness of careers in the world of work.

The GEM will begin operation in October. Students will be given a chance to decide for themselves the areas in which they would like to participate. A survey of student interests will be conducted and students will be divided into groups according to interest area.

All of the GEM activities will be coordinated by the school counselor and Career Education for Tempe Area Students (CETAS). The counselor will conduct the activities with the student groups and provide reinforcement activities for your child's classroom teacher.

In summary, the GEM involves a curriculum of additional activities to help students know themselves better, learn to make decisions and develop career awareness.

If you have any questions about this program or would like it explained further, feel free to call the counselor at Scales School.

Sincerely yours,

Helen

Helen Loving, Counselor

Robert E. Harrison

Robert Harrison, Principal

GEM GOAL

To provide for the implementation of a Guidance/Exploratory Model (GEM) at the elementary level which weaves the four major strands of Career Education, Guidance, Exploration, and Academics together.

GEM PROGRAM GOALS

SELF AWARENESS:

The students will learn about themselves in relation to their culture through understanding and experiencing roles.

The students will understand that they have a responsibility to themselves and others.

The students will understand, accept, and respect their own uniqueness as a result of learning, growth and maturation.

DECISION MAKING:

The students will be aware that decisions made in school affect decisions made outside of school.

The students will recognize the need to make decisions.

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

The students will know that making decisions is required to meet personal goals.

CAREER AWARENESS:

The students will be aware that there are a variety of occupations in the world of work.

The students will recognize the roles of present school experiences in preparation for future career performance.

The students will be aware of the ways occupations are interdependent in fulfilling community needs and goals.

The students will know that present school experiences are related to certain career requirements.

APPENDIX D

YOUR NAME________________________

TEACHER__________________________

STUDENT INVENTORY - GRADES K, 1 AND 2

--CIRCLE THE FACE THAT SHOWS HOW YOU FEEL--

	ALWAYS	SOMETIMES	NEVER
1. I LIKE HOW I ACT.	☺	😐	☹
2. I LIKE WHAT I DO.	☺	😐	☹
3. I AM A HAPPY PERSON.	☺	😐	☹
4. I WANT TO BE HAPPIER.	☺	😐	☹
5. I WORK AND PLAY WELL WITH OTHER CHILDREN	☺	😐	☹
6. I KNOW HOW TO WORK AND WHAT TO DO.	☺	😐	☹
7. I NEED TO KNOW HOW TO DECIDE THINGS	☺	😐	☹
8. I WANT TO KNOW HOW SCHOOL WILL HELP ME WHEN I'M BIG.	☺	😐	☹
9. I WANT TO KNOW ABOUT JOBS PEOPLE DO.	☺	😐	☹

APPENDIX E

YOUR NAME______________________

TEACHER______________________

STUDENT INVENTORY - GRADES 3 AND 4

Please read the questions listed below. Circle the answer to each statement which best says how you feel.

1.	I would like to understand myself better and why I sometimes act like I do.	YES	NOT SURE	NO
2.	I would like to feel happier with myself as a person.	YES	NOT SURE	NO
3.	I would like to know how to get along better with other kids.	YES	NOT SURE	NO
4.	Sometimes I wish I knew how to make wise decisions or how to act or what to do.	YES	NOT SURE	NO
5.	I would like to know more about what making a decision means.	YES	NOT SURE	NO
6.	I would like to know how what I am learning in school is used in careers in the world of work.	YES	NOT SURE	NO
7.	I would like to know more about the different kinds of work people do.	YES	NOT SURE	NO

8. Is there any other area you feel kids your age would like to talk about?

YES NO

If yes, what is it?

____

____

____

____

APPENDIX F

YOUR NAME________________

TEACHER________________

STUDENT INVENTORY - GRADES 5 AND 6

Please read the statements below. Circle the answer to each statement which best says how you feel.

1.	I would like to better understand myself and my actions.	YES	NOT SURE	NO
2.	I would like to feel more accepted by other kids in my grade.	YES	NOT SURE	NO
3.	I would like to have more confidence in myself.	YES	NOT SURE	NO
4.	I would like to be more able to make wise decisions for myself.	YES	NOT SURE	NO
5.	I would like to know more about what making a decision means.	YES	NOT SURE	NO
6.	I would like to know how what I'm learning in school is used in the world of work.	YES	NOT SURE	NO
7.	I would like to know about a variety of occupations found in the world of work.	YES	NOT SURE	NO

8. Is there any other area you feel kids your age would like to talk about?

YES NO

If yes, what is it?

____

____

____

____

APPENDIX G

TEACHER________________________________

CAREER EDUCATION KNOWLEDGE INVENTORY

MY NAME IS ____

MY GRADE IS K 1 2 3 (CIRCLE ONE)

		YES	NO
♥	1. CAN YOU NAME A LOT OF JOBS PEOPLE WORK AT?	☺	☹
☆	2. DO DOCTORS HAVE TO GO TO SCHOOL LONGER THAN TEACHERS?	☺	☹
🌳	3. DO YOU KNOW WHAT YOUR PARENTS DO TO EARN MONEY?	☺	☹
☕	4. DO CASHIERS HAVE TO BE STRONGER THAN COWBOYS?	☺	☹
🖌	5. DOES SCHOOL HELP YOU LEARN WHAT YOU NEED FOR WORKING WHEN YOU GROW UP?	☺	☹
🎩	6. DO DENTISTS AND WATCHMAKERS BOTH USE TOOLS IN THEIR WORK?	☺	☹
🔑	7. DO YOU WANT TO WORK TO EARN MONEY WHEN YOU GROW UP?	☺	☹
🐦	8. DO RANCHERS HAVE TO GO TO SCHOOL FOR A LONG TIME?	☺	☹

APPENDIX G

CAREER EDUCATION KNOWLEDGE INVENTORY 4-6

DIRECTIONS:

1. This is a survey to find out what you know about different jobs.
2. Answer all questions. Choose the letter that indicates your response to each question.
3. Write the letter on the answer sheet in the space provided for each question.
4. Please do not write on the inventory.

---

1. What grade are you in?

A. Grade 4
B. Grade 5
C. Grade 6

2. How many jobs can you tell someone about?

A. Hardly any
B. About 5
C. About 10
D. About 20
E. More than 20

3. In which job would the person spend most time in school?

A. Cashier
B. Doctor
C. Rodeo cowboy
D. English teacher
E. Artist

4. In which job does the person need the most strength?

A. Cashier
B. Doctor
C. Rodeo cowboy
D. English teacher
E. Artist

5. In which job does the person need to have arithmetic skill?

A. Cashier
B. Doctor
C. Rodeo cowboy
D. English teacher
E. Artist

6. In which job would the person create or make things for others to enjoy?

A. Cashier
B. Doctor
C. Rodeo cowboy
D. English teacher
E. Artist

7. Which job requres the most skill with words? (Talking to people so they understand you)

A. Cashier
B. Doctor
C. Rodeo cowboy
D. English teacher
E. Artist

8. How are the jobs nurse, policeman, and airline stewardess alike?

A. They all are less important than they were 50 years ago.
B. They all need physical strength.
C. They all are low paying.
D. They all help people.
E. They all are open to women only.

9. How are the jobs dentist, watchmaker and radio repairman (or electrician) alike?

   A. They are found in the same part of the country.
   B. The same amount of training is needed for each.
   C. Small tools are used in each.
   D. The pay is about the same.
   E. They are found in the same cluster of jobs.

10. Which job requires a college degree?

   A. Bus driver
   B. Carpenter
   C. Teacher
   D. Rancher
   E. Computer programmer

11. Which of the following best describes your feelings about school and work?

   A. I learn things in school that will help me get a job and be successful in life.
   B. School only helps me a little bit to prepare for work.
   C. I have no feelings about work or school.
   D. I learn more things outside of school than in school.
   E. Nothing in school relates to life outside of school.

12. Which of these groups of jobs are open to men only?

   A. Engineer, gardener, pharmacist
   B. Doctor, veterinarian, school principal
   C. Police, artist, beauty operator
   D. Teacher, bus driver, computer programmer
   E. None of the above

13. Which jobs are open to women only?

   A. Judge
   B. Teacher
   C. Rancher
   D. Carpenter
   E. None of the above

NAME ______________________________ TEACHER ______________________________

GRADE ______________________________

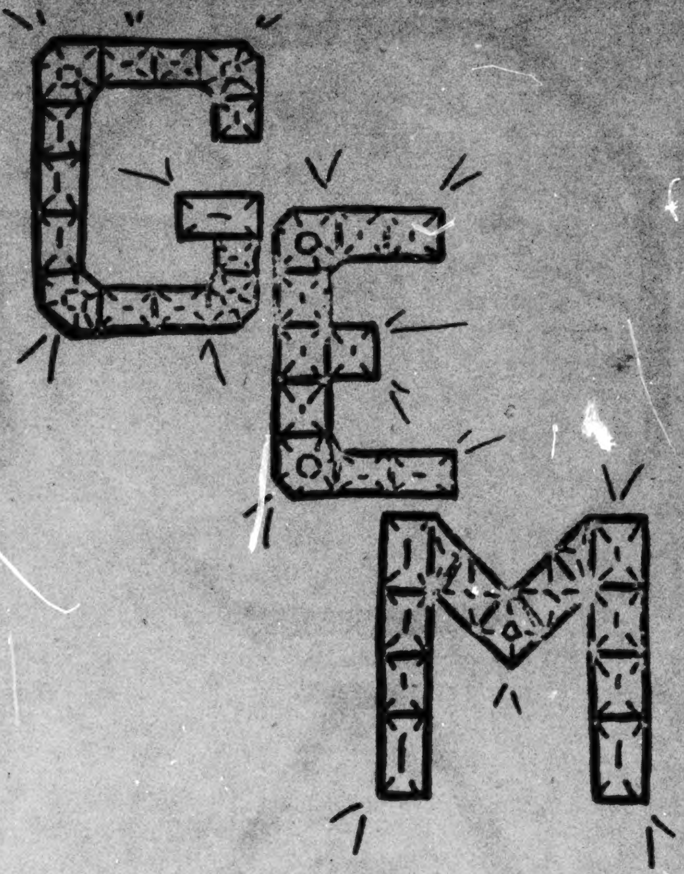
CAREER EDUCATION KNOWLEDGE INVENTORY ANSWER SHEET 4-6

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________

APPENDIX I

OUTSIDE

FOLD



CUT

INSIDE

FOLD

NAME ______________________________

CLASS ______________________________

GEM GROUP ______________________________

IS MEETING

AT ______________________________

ON ______________________________

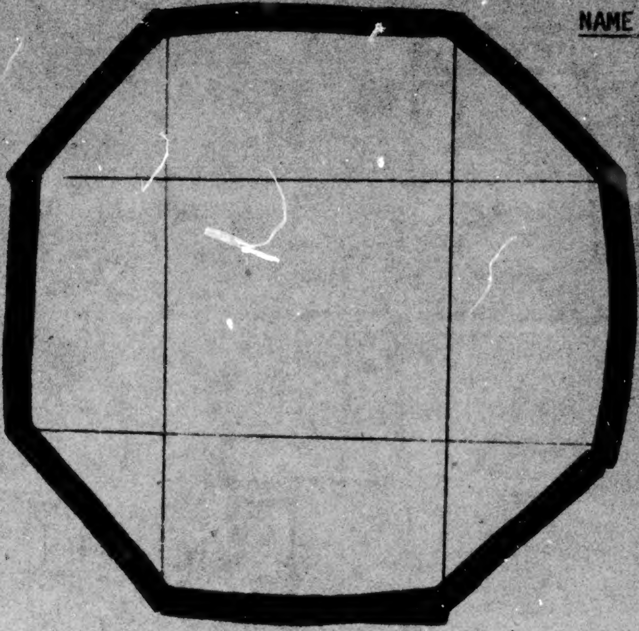
IN THE GEM ROOM

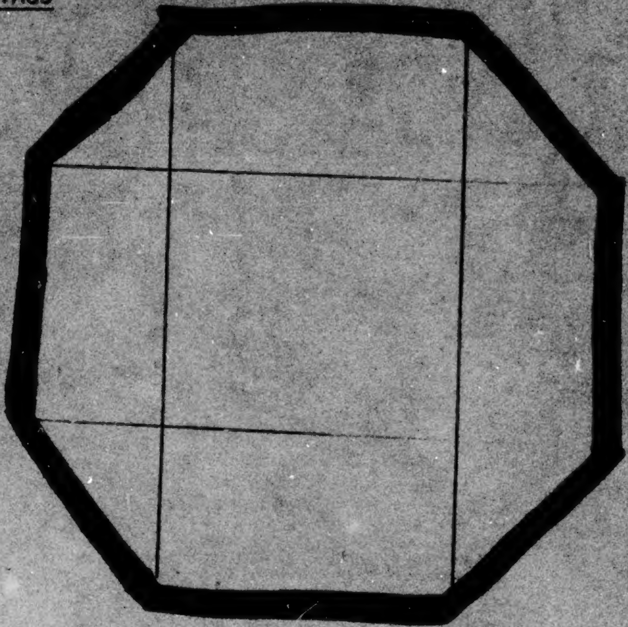
PLEASE JOIN US

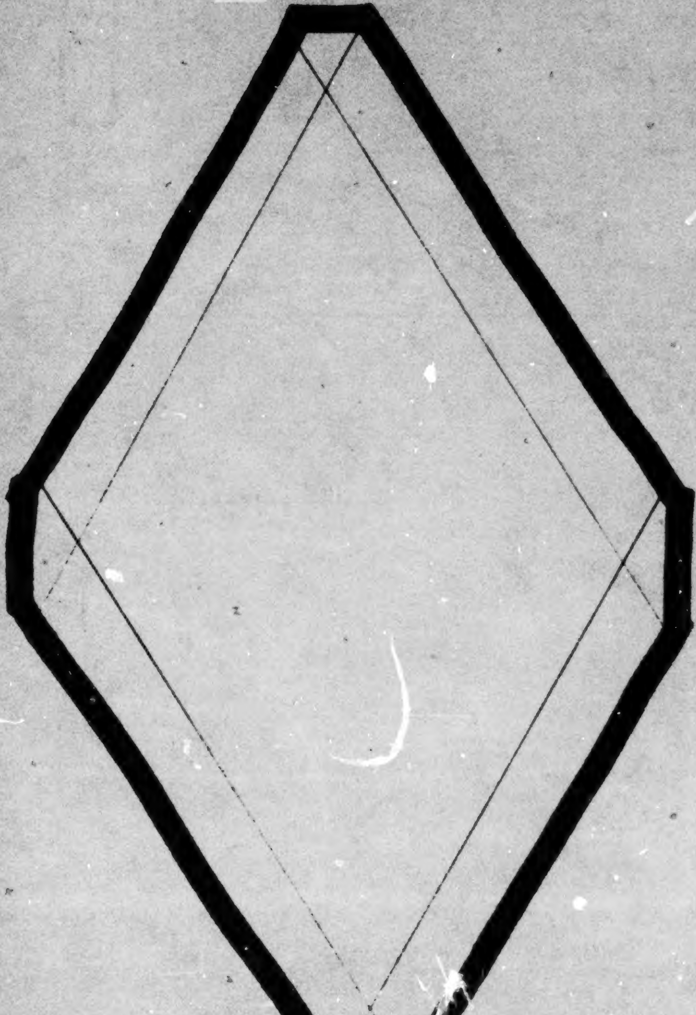
MRS. LOVING

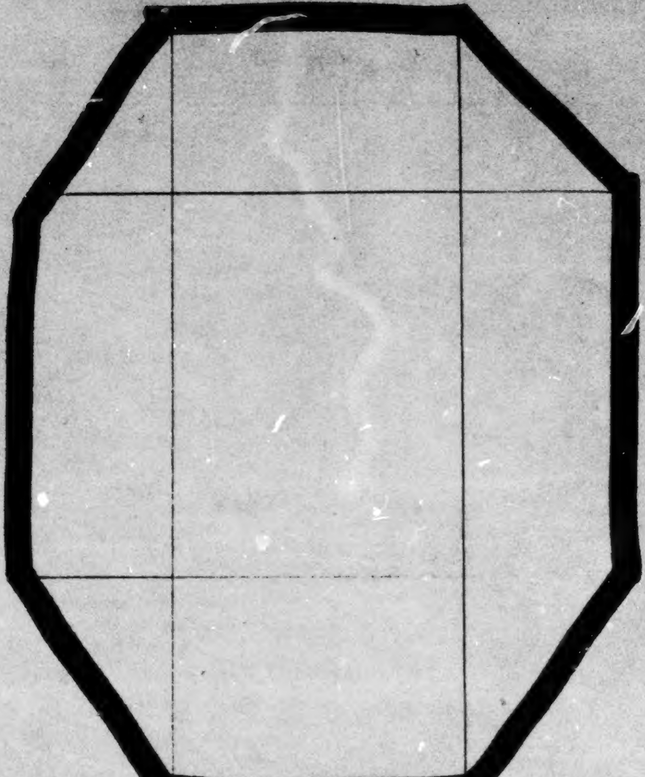
COUNSELOR

NAME TAGS









APPENDIX J

SELF-AWARENESS

Time: 40 minites

Grades: 1, 2, 3, 4, 5, 6

GOAL: The students will understand, accept, and respect their own uniqueness as a result of learning, growth and maturation.

MATERIALS NEEDED:

- K.I.D.S. Key Interest Development Survey Kit (Ten Publications)

Slide Projector, Screen, Cassette Tape Recorder
On the tables: Red, yellow, green crayons for each child
Name tags, Masking tape for each child,

INTRODUCTION:

You are in this group by choice. Your interest inventory revealed that you might be interested in the things that we will be doing in this group. This is a "Self-Awareness" group. Self-awareness means understanding yourself better. We hope the things we'll be doing will help you learn more about yourself. We're glad you are here and ask you to stay today, then if you don't feel that this group can be helpful to you, you don't need to come back.

Our only rule is that you treat everyone else here the way you like to be treated.

Please put your name on the name tag using crayons to decorate if you wish. When you leave today, place your name tag on the wall, so you can use it next time.

PROCEDURE: Explain that today the children will be taking a special interest inventory to help them understand themselves better.

Give K.I.D.S. Inventory:

1. Allay anxiety: "This will not be difficult to do. It is just something that will help you to learn about yourself and the kinds of things which you enjoy. There are no right or wrong answers.
2. Distribute materials.
3. Administer according to directions given to the kit.
4. Self-score the instrument.
5. Discuss the career implications of the results. What are some hobbies and careers that fall into some of these interest areas? Do the kinds of careers and hobbies that interest the children fall into the areas

where they were highest? Did some of the slides show things which interested them when they were younger but not now? Have they changed? How will they be changing?

INTRODUCE children briefly to the books, filmstrips, games, etc. which will be available for "hands on" experience when they are given free time.

CLOSING: At our next meeting you will be learning a game to help you understand yourself better. You will also have some free time to choose from these various activities in the GEM room.

SELF-AWARENESS

Time: 30 - 40 minutes

Grades: 1, 2, 3, 4, 5, 6

GOAL: The students will understand, accept, and respect their own uniqueness as a result of learning, growth and maturation.

MATERIALS NEEDED:

- Coat of Arms sheet for each student (see example following)
- Crayons for each student
- Examples of Coats of Arms from reference books

INTRODUCTION:

In olden days, each knight had his own personal coat of arms on the cape he wore over his armour and on his shield. This helped his friends to recognize him when his vizer was pulled over his face. (Show examples and discuss.) The knight's coat of arms told something special about him and his family. Today you will have the opportunity to make up your very own coat of arms. When you are finished it will tell something special, just about you. Your coat of arms will be different from any other person's in the whole world.

PROCEDURE: *Coat of Arms: (Show Coat of Arms sheet) Your coat of arms will be divided into four parts. In each part, you will have something special to draw about yourself. Draw a picture or a design or a symbol about each of these four things:

In space #1, draw something to represent your family.

In space #2, draw something you like to do.

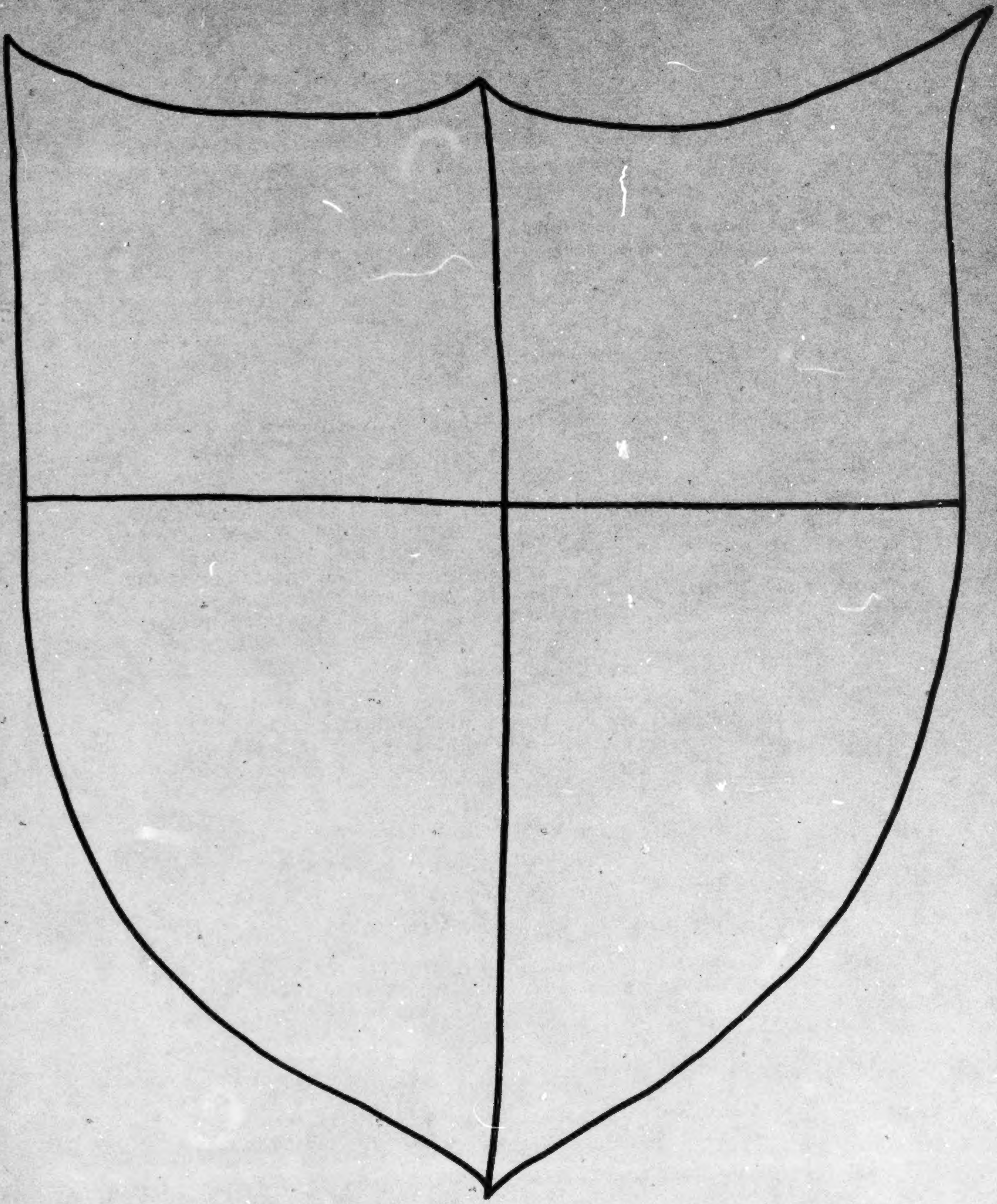
In space #3, draw something you do well.

In space #4, draw a wish you have for the future.

CLOSING: Discuss: Does anyone wish to share his Coat of Arms with the group? What was good about this activity? Did you learn anything about yourself or someone else from it? Is this an activity which you think other students would find helpful?

*This activity is adapted from "Personal Coat of Arms,' page 278, as found in:

Simon, Sidney B., Howe, Leland W. and Kirschenbaum,
Howard: Values Clarification, Hart Publishing Co.,
Inc., New York, N.Y., 1972.



Coat-of-Arms of ______________________

SELF-AWARENESS

Time: 40 minutes

Grades: 1, 2, 3, 4, 5, 6

GOAL: The students will learn about themselves in relation to their culture through understanding and experiencing roles.

MATERIALS NEEDED:

Filmstrip and Cassette: "The Cat Who Never Enjoyed Himself," (Guidance Associates)
"Attitude Glasses" for each child made from tagboard
Colored cellophane for lenses
The Yellow Brick Road, A Source Book for the Elementary Counselor and Teacher
Scissors
Glue

INTRODUCTION:

Have you ever known anyone who always looked at everything that happened in the same way? For instance, you may have known someone who always seemed to be cheerful, or someone who always seemed to be sad, or someone who always thought that others were wanting to hurt him, even when they really weren't. Today you are going to see a funny little filmstrip about someone who always sees things in only one way. The name of the filmstrip is "The Cat Who Never Enjoyed Himself."

PROCEDURE: Filmstrip: "The Cat Who Never Enjoyed Himself." Show and discuss.

Attitude Glasses: You can have some magic glasses, too. By cutting out these attitude glasses and putting in the cellophane, you can make glasses to give you the kind of attitude you want, when you wear them. Think about the colors. Which colors go with which attitudes? (For further suggestions for directing a lesson using Attitude Glasses, refer to the Yellow Brick Road source book, page 72.)

CLOSING: This week notice the feelings of the other people around you. Remember that just because a certain thing makes you feel a certain way, someone else may be looking through different attitude glasses and may not feel the same. Keep yourself feeling good with happy attitudes.

SELF-AWARENESS

Time: 30 - 40 minutes

Grades: 3, 4, 5, 6

GOAL: The students will understand that they have a responsibility to themselves and others.

MATERIALS NEEDED:

Filmstrip, Cassette and Operation Manual: "Feelings and Thoughts (Argus)
Ungame and/or Social Security Game (one copy for each six students)
Filmstrip Projector, Screen, Cassette Tape Recorder

INTRODUCTION:

As you know, this group is developing its self-awareness. "Self-awareness" means to know more about yourself. The filmstrip you are going to see today and the game you will play later will help you to understand more about yourself.

PROCEDURE: Filmstrip: "Feelings and Thoughts." Show and discuss.

Game: Divide into groups of no more than six students.

Explain the game rules.

Set timer for agreed length of time and, if desired, switch games or reshuffle groups when time is called.

CLOSING: What do you want to say about today's session? What do you feel that you learned today? Notice the feelings of yourself and of those around you this week.

SELF-AWARENESS

Time: 40 minutes

Grades: 3, 4, 5, 6

GOAL: The students will understand, accept, and respect their own uniqueness as a result of learning, growth and maturation.

MATERIALS NEEDED:

- A copy of a relaxation exercise for the leader, such as Wolpe's desensitization method or the Menninger Clinic's relaxation techniques
- 3 x 5 card for each student
- Pencil for each student

INTRODUCTION:

Today is going to be a very special meeting. You are going to have the opportunity to make your wishes come true. You are going to learn a way to change the things about yourself that you would like to change so that you can successfully accomplish the things that you want to do. I wonder what kinds of changes a boy or girl your age might like to make for herself or himself? (Discuss) Today you are going to learn one way to make good things happen for you.

PROCEDURE: First, close your eyes and think of one special thing that you want for yourself. Now, in your mind, say the thing you want as if it were really true. For example, if you have a bad temper that you want to cure, how could you say that you do NOT have a bad temper? (I am a person who has a good temper, I have a good disposition, etc.) Think about your own wish--close your eyes and think how you can say the thing you wish in a positive way, as if it were really so.

(Give out 3 x 5 cards and pencils.) Now you are ready for your next step in making your wish come true. Write your wish, as if it were already true, on this card. Don't show it to anyone because that would spoil it. Your wish is your secret. (Offer help to anyone needing it.)

Your wish must never be anything to hurt anyone else--that would not work for you.

Now for the special trick. You see, you will need to get this wish buried deep in your brain so that you start acting in ways that will help it come true. In order to get this information into your brain, you need to be relaxed. So now you are going to be shown how to relax whenever you want to relax. This way, you will be able to feed good information into your brain computer and make it work for you. You will also find that you can use this relaxation trick to help stop a headache when it is first starting or to relax before a test so that you are able to do your best. If it is hard for you to sit still in school, you will find that doing these relaxing things can help.

Relaxation Exercise: Follow relaxation steps with the students. When they are in a quiet state, have them read their wish cards. Tell them to do this when they first wake up in the morning and when they are going to bed at night.

CLOSING: Read your wish card when you are relaxed. Relax and read your cards two or three times a day. Try to do this every day for a month. When your month is up, please come into the G.E.M. Room and let us know how it worked out for you.

SELF-AWARENESS

Time: 40 minutes

Grades: 1, 2

GOAL: The students will understand, accept, and respect their own uniqueness as a result of learning, growth and maturation.

MATERIALS NEEDED:

- Filmstrip and Cassette: "People on Parade," The Me I Can Be Kit (SVE)
- Filmstrip Projector, Screen, Cassette Tape Recorder
- Drawing Paper
- Crayons
- Scissors

INTRODUCTION:

Today you are going to have an opportunity to see a filmstrip about a very special parade. Notice what makes this parade so special.

PROCEDURE: Filmstrip: "People on Parade." Show and discuss.

*Me Parade: Every person you saw in the Lollipop Dragon's parade was special. So are you! On this paper, draw a picture of yourself wearing your most favorite outfit of clothes. Then cut out your picture and add it to the "Me Parade" which is going to grow all the way around the G.E.M. Room. (Children may need assistance in fastening their pictures to the wall.)

CLOSING: Is your picture exactly like anyone else's picture? You are the only YOU in the whole world.

*This is designed to be a self-contained lesson needing only one group session. If you are able to devote a series of sessions to this concept, the idea presented in the filmstrip could be implemented.

CAREER AWARENESS

Time: 40 minutes

Grades: 1, 2, 3, 4, 5, 6

GOAL: The students will be aware that there are a variety of occupations in the world of work.

MATERIALS NEEDED:

K.I.D.S. Key Interest Development Survey Kit (Ten Publications)
Slide Projector, Screen
On the tables: Red, yellow, green crayons for each child
Name tags, tape for each child

INTRODUCTION:

Everyone is here because he wants to be. You do not have to come back if you don't wish to, but you DO have to stay this one time, now that you are here. We hope you will want to come back and that you will enjoy yourself and learn something that you want to know, and we hope you'll find something here that fits your needs. But if you don't, you are free to choose not to return. There is only one behavior rule here, that you don't do anything to anyone else that you wouldn't want done to you.

You were placed in this group because the interest inventory you took showed that you would like to know more about careers. So today you will be taking a special interest inventory to find out more about yourself and the careers that might appeal the most to you.

Please put your name on the name tag using crayons to decorate if you like. When you leave today, stick your name tag on the wall so you can use it next time.

PROCEDURE: Introduce the K.I.D.'S. Interest Inventory.

1. Allay anxiety: "This will not be difficult to do. It is just a way to help you to learn about yourself and the kinds of things which you enjoy. There are no right or wrong answers.
2. Distribute materials.
3. Administer according to directions given in the kit.
4. Self-score the instrument.
5. Discuss the career implications of the results. What are some active outdoor jobs? Quiet jobs? Jobs which use home making types of skills? Jobs which need manual arts types of skills? Musical jobs? Jobs involving art?

   Which of these jobs might interest a person with a profile such as yours?

INTRODUCE children briefly to the books and other materials in the room. These will be available for a hands-on experience when the children have free time.

CLOSING: Next time you will do some activities which will help you think about various careers.

CAREER AWARENESS

Time: 30 - 40 minutes

Grades: 1, 2

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will recognize the role of present school experiences in preparation for future career performance.

The students will know that present school experiences are related to certain career requirements.

MATERIALS NEEDED:

Filmstrip and Cassette: "The Workers of TumTum," World of Work Adventures of the Lillipop Dragon Kit (SVE)
Filmstrip Projector, Screen, Cassette Tape Recorder
Helper Three-In-One Game, Valuing Approach to Career Education Kit (Synergistic)

INTRODUCTION:

Most of you must have some ideas about why people work. (Discuss) Do most grownup people have a job? (Discuss the jobs of the students' parents or friends.) I suppose that you boys and girls have work to do, too. (Discuss) Do boys and girls have jobs? The Lollipop Dragon has a filmstrip for you to see today, and it shows you about some of the jobs in the funny little kingdom of TumTum. If you watch closely, you will find out about a job for boys and girls.

PROCEDURE: Filmstrip: "The Workers of TumTum." Show and discuss.

Helpers Game: This game is a form of bingo. The players have cards with the pictures of nine items used by workers. Each player's card is different from any other player's card.

Explain: First, I will show you a picture of something used by a helper. If you have a picture like it on your card, you may cover your picture. (As you show the pictures, discuss with the children who would use the item and what the children are learning in school that would help this grownup worker to do his or her job.)

The first person to "black out" his whole card is the winner.

CLOSING: Every one of these workers uses something learned in school to help him in his job. Isn't it wonderful that the things you are learning now will help you someday when you are a big grownup worker, too?

CAREER AWARENESS

Time: 30 minutes

Grades: 1, 2

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will recognize the roles of present school experiences in preparation for future career performance.

The students will know that present school experiences are related to certain career requirements.

MATERIALS NEEDED:

Filmstrip: "Hannibal Himself," Valuing in Careers Kit (Synergistic)
Filmstrip Projector, Screen, Cassette Tape Recorder
Occupation Photographs (Developmental Learning Materials)

INTRODUCTION:

What if everyone in the world was a doctor? What would that be like? (Discuss--who would sell us groceries, etc.) What kind of a person is able to be a doctor? Could just anyone be a doctor if he or she wanted? Why or why not?

PROCEDURE:

Occupation Photographs: (Show 3 to 5 pictures, one at a time) Here are pictures of some workers who are doing other interesting jobs. What special abilities does this worker need? (Good eyesight, strong muscles, etc.) What are you learning to do in school right now in your grade that this worker had to study when he/she was your age; something you are learning now that he/she uses on this job? (To write, to match things, etc.)

Filmstrip: "Hannibal Himself." Show and discuss. (There are several excellent career concepts in this filmstrip.)

CLOSING: Hannibal discovered that there were some jobs he was not able to do and some jobs that he could do. Most important, he found out that he was special, just as every one of you is special.

CAREER AWARENESS

Time: 30 - 40 minutes

Grades: 1, 2

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will be aware of the ways occupations are interdependent in fulfilling community needs and goals.

MATERIALS NEEDED:

Filmstrip: "The Toymaker," Skills At Work, Unit 2 (Teaching Resources)
Filmstrip Projector, Screen, Cassette Tape Recorder
Tinkertoys

INTRODUCTION:

What is your favorite toy? Can anyone tell us where we get toys? (Discuss -- lead children to the awareness that toys must be manufactured before they arrive at the store.) Today we are going to see a filmstrip called "The Toy Maker." Notice all the different jobs that are needed to make one toy.

PROCEDURE:

Filmstrip: "The Toy Maker." Show and discuss the steps needed to build a pogo stick.

Tinkertoy Assembly Line: Show the students a simple item assembled from tinkertoys. Discuss the steps needed to assemble it as you demonstrate how to build a duplicate. Assign volunteers, one for each step needed.

Place the students in an assembly line formation along one side of a table. Again review the steps needed and which step each worker will do. Provide tinkertoys to each worker consistent with the step he will be doing.

At a given signal, begin the item assembly. Make only one or a few of the items, dependent on interest span of the students.

Discuss: Were there any steps that required more time than others. Is an assembly line a faster way to build than for one person to make the whole item from beginning to completion? (Older children might be interested in comparing times for this, or in having two competing lines try for the fastest times.)

CLOSING: Today you have been part of an assembly line. Do you think you might enjoy making toys on an assembly line when you grow up? It might be lots of fun to look around you and figure out how many different steps might have been needed to build the many things in your home and school. Come back and tell us about them!

CAREER AWARENESS

Time: 30 minutes

Grades: 3, 4

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will recognize the role of present school experiences in preparation for future career performance.

The students will know that present school experiences are related to certain career requirements.

MATERIALS NEEDED:

Filmstrip: "What Are Job Families?" Foundations for Occupational Planning Kit (SVE)
Filmstrip Projector and Screen
*Who Are the Workers Who---?" Wall Charts (One for every 4-6 students), Activity Idea Bank, Arizona Department of Education
Crayons or Marking Pens

INTRODUCTION:

Ask all the boys to stand. Now, break this big group down into smaller ones on the basis of similarities, such as home location, eye color, clothing color, likes or dislikes, etc. "Here we have a group of brown eyed boys, here a group of boys who like math best in school, etc." Explain that these are all boys, but that they can be grouped according to certain similarities. Careers can be broken down into groups according to similarities, too. When people do this, they often call them "job families." Today the students will see a filmstrip which will show them a little more about this; then they will be doing an activity to group some of the jobs which interest them.

PROCEDURE: Filmstrip: "What Are Job Families?" Show and discuss:

What school subjects did these careers use?
Which were indoor jobs and which outdoor? Which clean? Which dirty?
Did any of these occupations use homemaking skills? art skills? music? manual arts skills?
Which of these careers seemed to fit into your own interest inventory? Which school subjects would be needed for a person working at the careers which fit your interest inventory?

*Who Are the Workers Who---?" Wall Charts: Divide the students into groups of 4 to 6. Ask the students to write the names of the occupations of friends or relatives in the appropriate spaces on large wall charts placed low enough for them to reach (these could be spread on the floor, then hung after completion, if that would be more manageable for your groups). After filling in occupations of people they know, the children should try to think of jobs to fill in the gaps on the chart. They might enjoy doing some "detective work" with reference materials for this. They might also enjoy illustrating the charts. In following meetings the charts can be added to as the students discover new workers or add new headings.

CLOSING: Did some jobs belong under more than one heading? Are there any jobs on your charts that can be done only by men or by women? How many can be done by either? Is it possible that all these occupations could be handled by either a man or a woman? Did any of these workers need to know any of the skills you are learning in school? Who would like to share something new he or she learned today?

At our next meeting, you will learn some more interesting things about careers.

DIRECTIONS FOR CHARTS:

Head your charts with the question, "Who Are the Workers Who---?"

At random, leaving room for the students to write the names of occupations, divide subheadings such as the following among your wall charts:

Sell things
Design things
Use numbers
Work with their hands
  (make things)
Help others
Use colors
Work alone
Run in their jobs
Walk in their jobs
Use machines
Design things
Wear uniforms
Travel a lot
Have to drive in their jobs
Use tools
Work with food
Work outside
Work inside
Work in a place with smells
Make appointments
Sit most of the time
Stand most of the time

SUGGESTION: Laminate the charts or cover them with clear contact paper for reuse.

CAREER AWARENESS

Time: 30 - 40 minutes

Grades: 3, 4, 5, 6

GOAL: The students will be aware that there are a variety of occupations in the world of work.

MATERIALS NEEDED:

Filmstrip and Cassette: "People Who Influence Others"
Career Discovery Kit (Guidance Associates)
Filmstrip Projector, Screen, Cassette Tape Recorder
Scissors
Glue
Magazines
*15 Large Grocery Bags
Construction Paper
Coat Tree on which to hand the bags

INTRODUCTION:

Jobs that are similar in some ways are often grouped together into what is called "job families." Sometimes they are grouped into "thing" jobs--these jobs involve working with things, such as auto mechanics might do. Another category might be "idea" jobs, such as a scientist might work at when he is doing research. Sometimes jobs are grouped into "pepole" jobs involving working with people. Doctors and nurses have people jobs. There are many other ways to group occupations. All the careers which you will be seeing in this filmstrip influence the lives of other people. The name of the filmstrip is "People Who Influence Others." As you watch, think about whether there might be other families into which the jobs might be placed.

PROCEDURE: Filmstrip: "People Who Influence Others." Show and discuss:

In which job families could these occupations be placed, in addition to the category the filmstrip placed them? Would they always fall into the same categories?

The United States Government places all the jobs in America in 15 families called "clusters." Today you will have the opportunity to use these clusters in a fun activity.

Career Tree: Explain: Today you will be having the chance to grow a Career Tree! These large grocery bags are labeled with the 15 occupational clusters." They will form the "leaves" of the Career Tree. You get to have the fun of decorating the tree. Look through the magazines and cut out pictures of various workers, then paste your pictures on the appropriate bags.

CLOSING: Today you have helped grow a Career Tree. If you find pictures of other interesting workers in magazines at home, you are welcome to bring them in and add them to the tree.

*The fifteen occupational clusters are as follows:

Fine Arts and Humanities
Consumer and Homemaking
Agri-Business and Natural Resources
Personal Service
Hospitality and Recreation
Construction
Manufacturing
Environmental
Business and Office
Transportation
Health
Public Service
Communications and Media
Marine Science
Marketing and Distribution

CAREER AWARENESS

Time: 30 - 40 minutes

Grades: 3, 4, 5, 6

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will recognize the roles of present school experiences in preparation for future career performance.

MATERIALS NEEDED:

Filmstrip and Cassette: "The Toymaker," Skills at Work Kit, Unit 2 (Teaching Resources)
Filmstrip Projector, Screen, Cassette Tape Recorder
Bread
Peanut Butter
Jelly
Knives
Waxed Paper

INTRODUCTION:

Just about everything in this room but us had to be manufactured. That means "made by hand," though now lots of these things are made mostly by machines operated by human hands. In olden days, one man would build a piece of furniture or a shoe or some other useful item from start to finish, but now things are manufactured in parts, with each different part made by different people or machines. After that, the parts are assembled on an "assembly line." For example, when a car is assembled, the car rolls along on a conveyor belt with each person along the way adding something to it until it is all built. This is an American idea that has speeded up manufacturing, which in turn has lowered costs, so that we can afford many nice things which we couldn't have enjoyed a long time ago.

Today we are going to see a filmstrip about assembling something which boys and girls enjoy.

PROCEDURE: Filmstrip: "The Toymaker." Show and discuss.

Assembly Line--Peanut Butter and Jelly Sandwiches. Today you are going to get to manufacture something right here in G.E.M. You are going to have your own assembly line and manufacture peanut butter and jelly sandwiches! First, we need to discuss the steps involved in manufacturing a product such as this.

Discuss: the steps involved in actual production of a sandwich; the standards
need for and duties of an inspector
need for and duties of a manager
production rate

Place the students along a table, in a line, and move the sandwiches along, step by step. Usually a peanut butter and jelly sandwich team breaks down into these workers:

Wax paper tearer who places two slices of bread on the paper
Peanut butter spreader
Jelly spreader
Sandwich assembler
Wrapper
Inspector
Manager (manager could supervise one or more production teams)

If desired, production can be timed and teams placed in competition. Also, teams can be timed and then attempt a speedup, comparing before and after speeds. Discuss:

What were the problems involved in manufacturing the sandwiches?
Were you able to speed up production without sacrificing standards?
If manufactures sacrifice standards, customers may not buy their product, but on the other hand if they are too slow they may not be able to turn out enough product to sell to make a profit and stay in business.

CLOSING: Today you learned something about manufacturing. How did you enjoy doing the same activity over and over? Would you have enjoyed doing a different activity more? There are many manufacturing plants which need workers for their assembly lines. If you are the type of person who likes to do one thing well and who doesn't mind doing one thing over and over all day, you may enjoy working on an assembly line.

CAREER AWARENESS

Time: 40 minutes

Grades: 5, 6

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will be aware of the ways occupations are interdependent in fulfilling community needs and goals.

MATERIALS NEEDED:

- CAREERS AND YOU, Media Materials, Inc. These units should be duplicated and stapled into individual packets.
- Cassettes for introductory pages
- Tape recorders
- Pencils for each child
- Scissors
- Glue

INTRODUCTION:

At our last meeting, you were introduced to the idea of job families. Today you are going to choose a family of jobs that interests you from one of these eight packets. Then those of you who are using the same kind of packets can work together.

PROCEDURE: Show the packets. Tell what they cover. Have the students choose and proceed according to cassette instructions. Be ready to assist when needed.

Tell the students that if they complete one packet, they are free to choose another.

Tell them that there is an answer key for self-correction of the puzzles; show them where to locate it.

CLOSING: This activity has given you the opportunity to learn more about some interesting career clusters. Please feel free to come in on your own to do another packet, if you wish.

CAREER AWARENESS

Time: 30 - 40 minutes

Grades: 5, 6

GOALS: The students will be aware that there are a variety of occupations in the world of work.

The students will recognize the role of present school experiences in preparation for future career performance.

The students will know that present school experiences are related to certain career requirements.

MATERIALS NEEDED:

Filmstrip: "What Are Job Families?" Foundations For Occupational Planning Kit, (SVE)
Filmstrip Projector and Screen
*Popeye Charts (King Features)
Boack Grease Pencils
Occupations in the Career Awareness Program Chart (King Features)

INTRODUCTION:

Ask all the boys to stand. Now, break this big group down into smaller ones on the basis of similarities, such as home location, eye color, clothing color, likes or dislikes, etc. "Here we have a group of brown eyed boys, here a group of boys who like math best in school, etc." Explain that these are all boys, but that they can be grouped according to certain similarities. Careers can be broken down into groups according to similarities, too. When people do this, they often call them "job families." Today the students will see a filmstrip which will show a little more about this, then they will be doing an activity to group some of the jobs which interest them.

PROCEDURE: Filmstrip: "What Are Job Families?" Show and discuss:

What school subjects did these careers use?
Which were indoor jobs and which outdoor? Which clean? Which dirty?
Did any of these occupations use homemaking skills" art skills? music? manual arts skills?
Which of these careers seemed to fit into your own interest inventory? Which school subjects would be needed for a person working at the careers which fit your interest inventory?
Which of these careers seemed to fall into more than one category?

*Popeye Charts: (Show) Explain: The United States Government divides the occupations in our country into job families, too. These families are called "clusters" by our government. The Popeye Charts have a space for each of these 15 job clusters. Under each heading there are places in which occupations can be written. Think of the jobs held by the people you know, the people in your family, the people who work here at school Into which cluster would these fall? You will be able to use the grease pencils to write these jobs under the headings where they belong. If you are not sure where to write a certain job, look on the Occupations Chart (show) and find where the job belongs.

If you run out of jobs of people you know, look in our career materials and see if you can find some others to add to our charts.

(Divide the students into groups of 4 before beginning the activity.)

CLOSING: Did any of these workers need to know any of the skills you are learning in school? Who discovered a career that overlapped into more than one cluster?

You will have an opportunity to do another, different activity involving the fifteen career clusters another time.

*If you do not have the Popeye Charts, you can place headings on large pieces of paper. Have a heading for each of the following occupational clusters, leaving space under each for the students to write the names of appropriate jobs:

Fine Arts and Humanities
Consumer and Homemaking
Agri-Business and Natural Resources
Personal Service
Hospitality and Recreation
Construction
Manufacturing
Environmental
Business and Office
Transportation
Health
Public Service
Communications and Media
Marine Science
Marketing and Distribution

SUGGESTION: Laminate charts or cover them with clear contact paper for reuse.

DECISION MAKING

Time: 30 - 40 minutes

*Grades: 1, 2, 3, 4, 5, 6

GOAL: The students will recognize the need to make decisions.

MATERIALS NEEDED:

Filmstrip and Cassette: "Fooling the Frapwinger Dingbat," from Focus on Self-Development, Stage Three: Involvement, Unit B (SRA)
Filmstrip Projector, Screen, Cassette Tape Recorder
Dot Game Sheet (one for every two students)
Pencil for each student
"Making Decisions" lesson from Valuing in Careers Kit, page 37 (Synergistic)

INTRODUCTION:

Everyone is here because he or she wants to be. The interest inventory which you took showed that decision making might be something you wanted to learn more about. This group will be learning about decision making. G.E.M. is something that you can choose to attend if you wish. After today, if you do not feel that this group will be helpful to you, you do not have to come back. Of course, we hope you will find this to be a place that you will enjoy and will learn in.

There is only one behavior rule here--that you treat everyone else the way you like to be treated.

Please put your name on the name tag using crayons to decorate if you like. When you leave today, place your name tag on the wall so that you can use it again next time.

PROCEDURE: Thinking about decisions--Think of three decisions you made today (older children might write these on paper). Discuss.

Filmstrip: "Fooling the Frapwinger Dingbat." Show and discuss.

Dot Game: Give each pair of players a dot game paper. The first player connects two dots, then the next player connects two dots, and so on. Whenever a player's line closes a square, he places his initials in it. When all the dots have been connected, the player who has closed the most squares wins. No diagonal lines are permitted

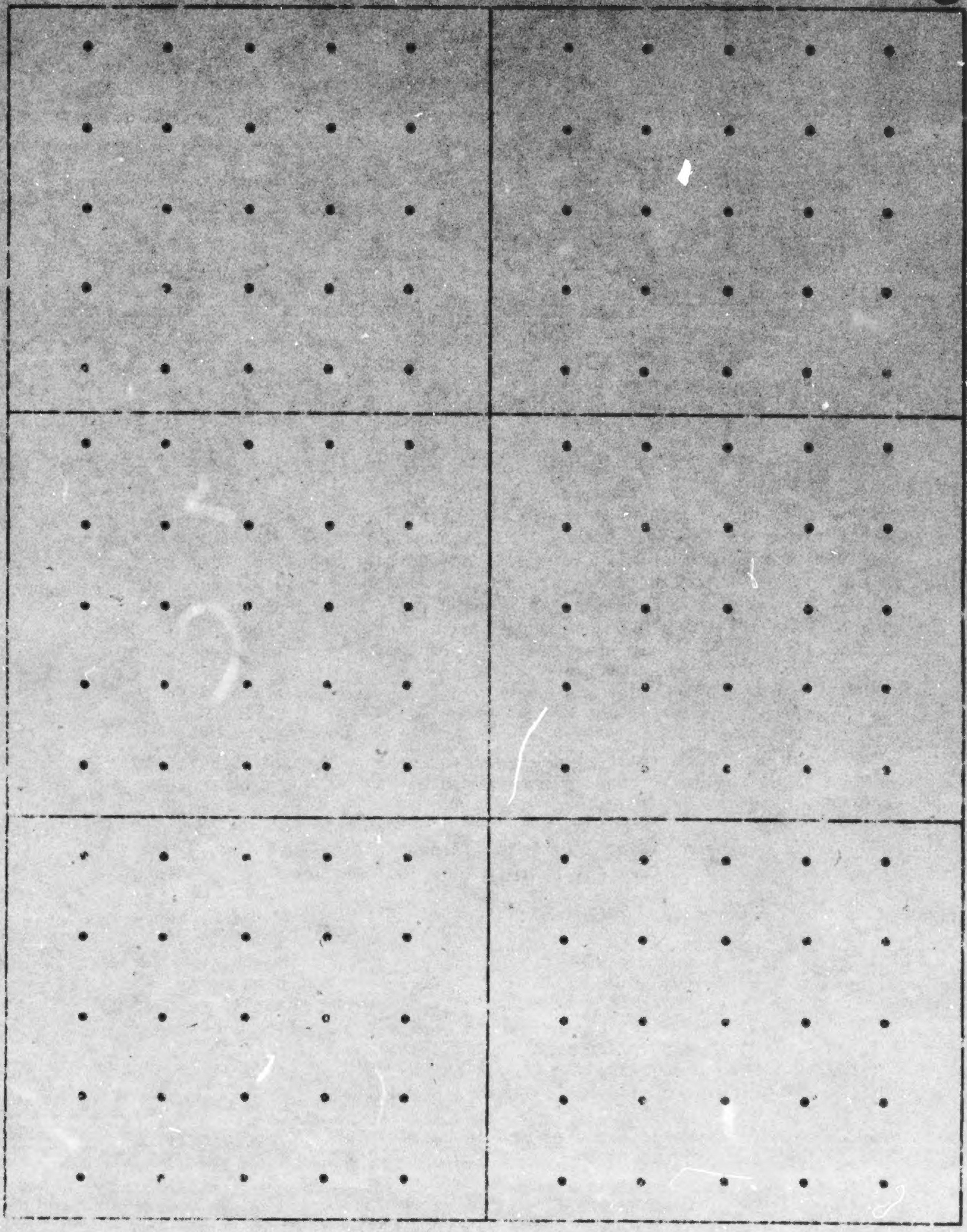
Discussion: See the "Making Decisions" lesson for discussion ideas.

CLOSING: Did you learn anything today about how decisions are made? Notice the decisions you make until you come back to G.E.M. again.

*These activities have proved satisfactory for all ages. Quantity and quality of concepts need to be varied to adjust for age differences.

DOT GAME ACTIVITY SHEET

⑮



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DECISION MAKING

Time: 30 - 40 minutes

Grades: 1, 2, 3, 4, 5, 6

GOALS: The students will recognize the need to make decisions.

The students will recognize that decisions carry consequences, both positive and negative.

MATERIALS NEEDED:

Colored paper to cover tables; a number written at each place
Flag for each table labeled "Kingdom #1," "Kingdom #2," etc.
Crown for each table
White box
Black box
3 sets of numbers corresponding to the table settings:

- one set in the crown
- one set in the white box
- one set in the black box

"Scrolls," one for each table
"Feathers" (decorated ball point pens), one for each table

You will need a leader for each table

INTRODUCTION:

As children enter the room, they count off. That number is the "Kingdom" to which they go. Explain that today is a day in which they can make any wish they want. You will be having a wishing game.

PROCEDURE: *Wishes Come True Strategy: A brief presentation of the King Midas story is given with short discussion following.

You then begin with student #1 pulling a number from the crown -- that (say #3) student makes any wish he likes, then #2 draws, etc., until all students have had a turn to make a wish. Wishes are written down on the "scrolls" with the "feathers."

Student #1 next draws from the white (positive) box and numbered student tells something good that would result from wish #1. Next, student #2 draws from the black (negative) box and that numbered student tells a negative factor of wish #1. This procedure continues until all wishes have been reviewed on a positive and negative level. You should be out of numbers in the boxes and crown.

A brief review of the activity is done: what did students learn?

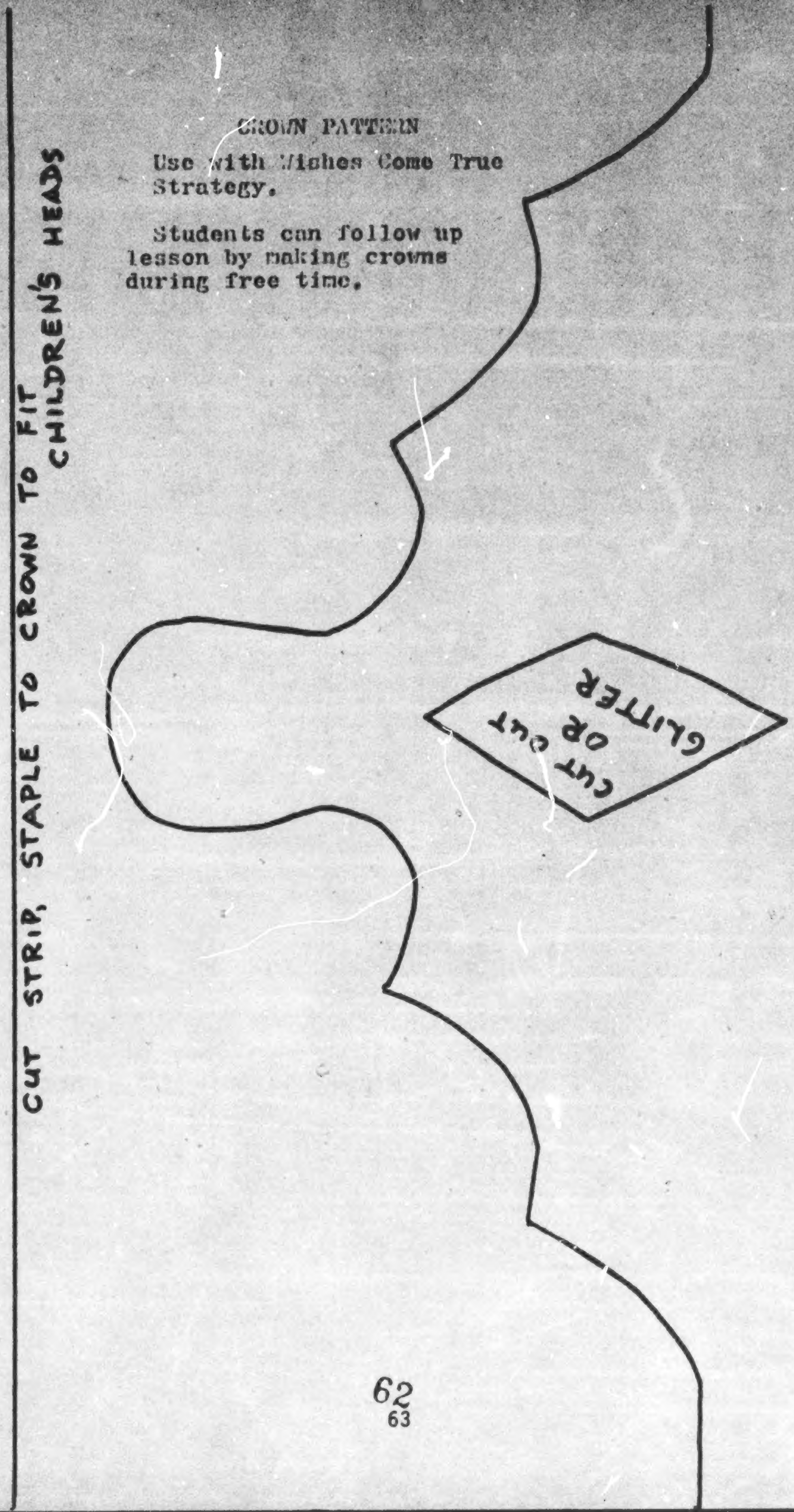
*This activity is from the Decision Making Skills Newsletter of the Junior League of Phoenix, 1515 E. Osborn Road, Phoenix, Arizona 85014. It was contributed to the newsletter by Olli Peraeta, Coordinator Decision Making Skills, Simpson School, Alhambra School District, Phoenix, Arizona.

The Wishes Come True strategy has proved useful and successful with grades one through six.

CROWN PATTERN

Use with Wishes Come True Strategy.

Students can follow up lesson by making crowns during free time.



DECISION MAKING

Time: 30 - 40 minutes

Grades: 1, 2

GOALS: The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

The students will know that making decisions is required to meet personal goals.

MATERIALS NEEDED:

*The Hannibal Spends and Earns Game, Valuing In Careers Kit (Synergistic)
Chart, Decision Making Steps

INTRODUCTION:

Today you will have an opportunity to make decisions as you play a game. This chart will help you to think about the ways you decide, so that as you play you can make good decisions.

PROCEDURE:

Decision Making Chart: Review decision making steps:

1. Name the Problem. (Show the game) In this Hannibal game, the problem will be to decide how to use the money you will be earning. You will need to decide whether to save your money or to spend it.

2. Find Out About It. Will you need to save for anything? How much will things cost?

3. "Brainstorm." This means for you to think about all the different things you could do with your money. You could spend it all. but then you wouldn't have anything left for the hospital or taxes, if you should need it. You could save all your money, but then you wouldn't win the game, because the winner will be the first person to buy all the things on his side of the board. What can you do? You need to think of everything you can do, then--

4. Choose a Plan. Decide what you can do that will work best for you.

5. Did It Work? After you play the game, we will think about whether your plan worked.

Game: Explain the rules of the game, set a time limit, and assist the players as needed.

CLOSING: Remember, the last line on our Decision Making Chart says, "Did It Work?" Each of you decided how to use the money you earned. Did your plan work for you? (Discuss) If you should play this game again, would you do anything differently?

*This lesson can be adapted to any simple board game which calls for decision making on the part of the players.

DECISION MAKING

Time: 40 minutes

Grades: 3, 4, 5, 6

GOAL: The students will recognize the need to make decisions.

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

MATERIALS NEEDED:

A list of forced choices
Filmstrip and Cassette: "The Camping Trip" from *Valuing in Careers Kit* (Synergistic)
Filmstrip Projector, Screen, Cassette Tape Recorder

INTRODUCTION:

Review the steps involved in arriving at decisions:

--state the problem
--gather information
--brainstorm answers
--choose the best one
--plan how to do it

Tell the students that today they will see a filmstrip about a decision which will need their help. Then they will do a decision making activity.

PROCEDURE: *Filmstrip*: "The Camping Trip." Show and discuss, relating the discussion to the problem solving steps outlined above. Try to arrive at a consensus for action.

Forced Choice Game: Tell students that sometimes choices are forced on us, as they are in this game. Ask the students to stand in a central spot. Ask them an either/or question. The students then move to one or the other side of the room according to their answers. They cannot choose to be neutral. When all the students have made a decision, they choose one person to be the leader of their group and discuss the reason for their decision for no more than two minutes. Leaders then report to the other group. Repeat with another question.

Sample questions: Are you more of a saver or of a spender?
Are you more like the tortoise or the hare?
Are you more of a volcano or a quiet pool?

CLOSING: Today, when you have to make decisions, try to apply the things you have been learning to your life. How will the decisions you make affect you now and in the future? Look for the consequences for yourself in the things that you are doing here at school and at home. The things you have done today in G.E.M. will make it easier for you to make decisions in the future.

DECISION MAKING

Time: 30 - 40 minutes

Grades: 3, 4, 5, 6

GOALS: The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

The students will know that making decisions is required to meet personal goals.

MATERIALS NEEDED:

Filmstrip, Cassette: "The Ways People Decide," Making Decisions (Eye Gate)
Problem Situation Cards (one for every 3 or 4 students)

INTRODUCTION:

How do people make decisions? (Review or introduce the steps in decision making.) Today you will see a filmstrip about some other ways to make decisions. As you watch it, decide which of the decision making steps the characters need to use.

PROCEDURE: Filmstrip: "The Ways People Decide." Show and discuss.

Problem Situation Strategy:

Place students into groups of 3 or 4.

Give each group a card with an open ended problem situation on it.

Each group chooses a leader, arrives at a consensus for a solution, and reports back to the other groups.

CLOSING: Summarize the day's activities. Suggest that the students observe their own problem solving methods during the coming week.

DECISION MAKING

Time: 30 - 40 minutes

Grades: 5, 6

GOALS: The student will recognize the need to make decisions.

The students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

The students will know that making decisions is required to meet personal goals.

MATERIALS NEEDED:

Box, such as a shoe box
Paper and pencil for each student
Example of a "Dear Abby" letter
Solutions/Consequences sheets

INTRODUCTION:

Today we're going to be problem solving experts. Have you ever seen the Dear Abby column in the newspaper, or seen Alex and Annie on TV? These people answer problems which are sent in to them, such as this one: (Read example.) Today each of us will have the opportunity to write a letter to Abby or Alex and Annie. We will write about a problem, any problem, which confronts people your age. It does not have to be a problem that you have personally experienced. If two of you wish to work together on a letter, you may do so.

When you finish writing your letters, please fold them and place them in this problem box (Show box.)

PROCEDURE: After the letters have been completed, divide students into groups of 4 to 6 participants. Have each group select a recorder.

Ask the recorders to come, in turn, to draw a letter from the box. Repeat till all the letters have been drawn. Each group now has several letters.

Tell the groups that they are to read their letters and select just one of them for their group to solve. First, they are to brainstorm all possible solutions for their recorder to write on a Solutions/Consequences sheet:

Next, the group members are to consider the consequences of each of the suggestions and record them. Finally, each group will be expected to agree on a recommendation.

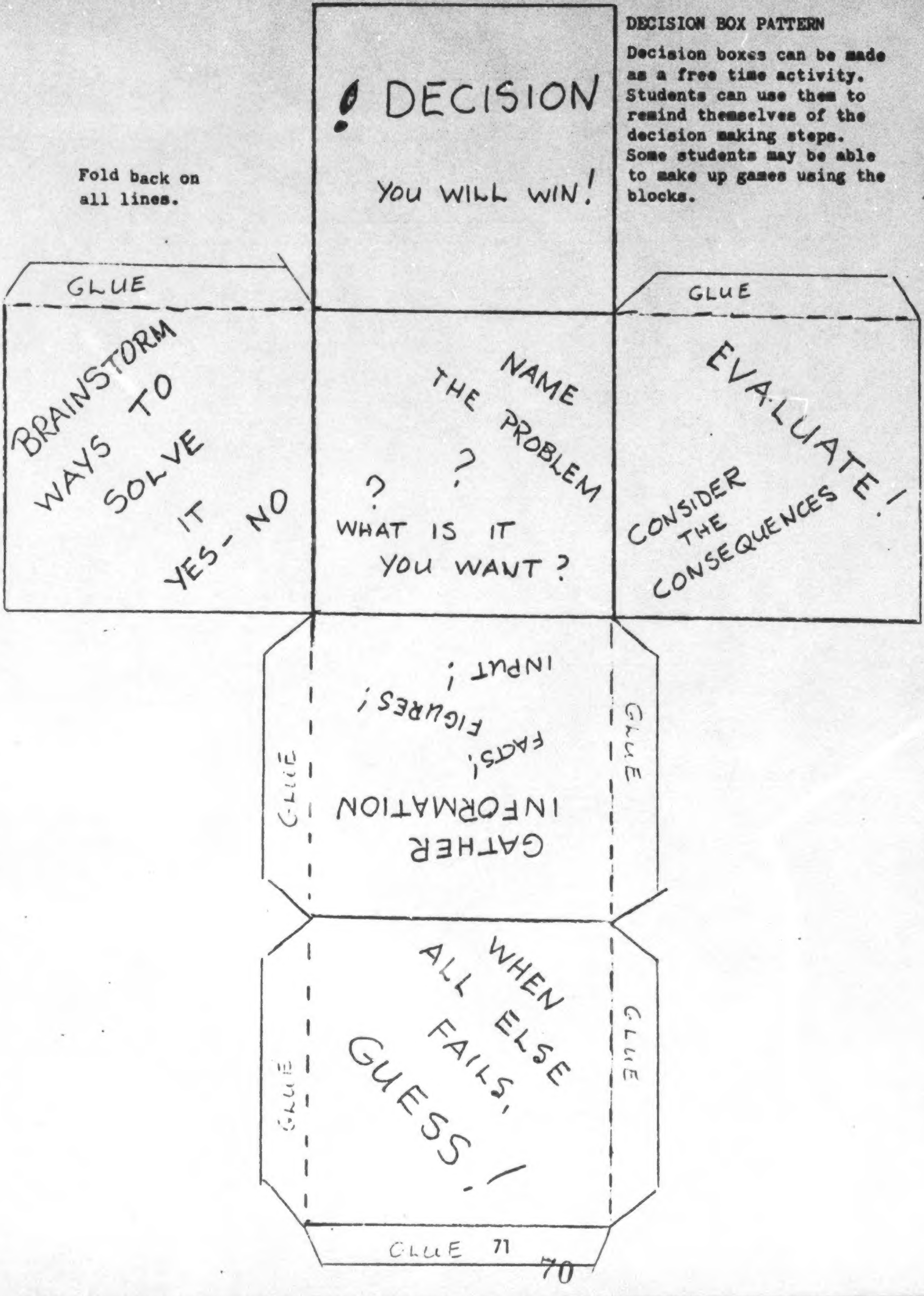
After the groups have arrived at solutions, ask the recorders to read the letters and solutions to the other groups.

Discuss these. How will these actions affect the futures of the people, real or imaginary, who are involved in the problems?

CLOSING: You had the opportunity today to consider how decisions can have consequences for a person's future. Now as you go back to your class and later as you go to your home, think about what things you yourself are doing that will be affecting you as you grow older. If everything you are doing will be helping you, that's great for you! If there are some things that may cause trouble for you later, perhaps you will want to be making some decisions to change them. You can decide for yourself.

DECISION BOX PATTERN

Decision boxes can be made as a free time activity. Students can use them to remind themselves of the decision making steps. Some students may be able to make up games using the blocks.



Fold back on all lines.

APPENDIX M

TEACHER ASSESSMENT FORM

Unit ____________________

Grade ____________________

Teacher ____________________

In order to determine the impact of the above unit on your class, we would appreciate your filling out this survey and returning it to the GEM.

1. How would you evaluate the impact of the unit on your class in terms of decision-making skills.

   Significant ____________________

   Helpful ____________________

   Unsure of effect ____________________

   Not significant ____________________

2. To what extent do you feel the students in general have incorporated what they learned into their behavior.

   A lot ____________________

   Somewhat ____________________

   Not very much ____________________

   Cannot see a difference ________

3. Please list the aspects of this program you feel are most helpful to students.

4. In what ways could the program be improved?

5. What concepts have you had a chance to reinforce in the classroom?

6. Additional questions or comments:

APPENDIX N

TEACHER ASSESSMENT FORM

Unit ______________________

Grade ______________________

Teacher ______________________

In order to determine the impact of the above unit on your class, we would appreciate your filling out this survey and returning it to the GEM.

1. How would you evaluate the impact of the unit on your class in terms of awareness of self.

   Significant ______________________

   Helpful ______________________

   Unsure of effect ______________________

   Not significant ______________________

2. To what extent do you feel the students in general have incorporated what they learned into their behavior.

   A lot ______________________

   Somewhat ______________________

   Not very much ______________________

   Cannot see a difference ________

3. Please list the aspects of this program you feel are most helpful to students.

4. In what ways could the program be improved?

5. What concepts have you had a chance to reinforce in the classroom?

6. Additional questions or comments:

APPENDIX O

TEACHER ASSESSMENT FORM

Unit ______________________

Grade ______________________

Teacher ______________________

In order to determine the impact of the above unit on your class, we would appreciate your filling out this survey and returning it to the GEM.

1. How would you evaluate the impact of the unit on your class in terms of the awareness of careers.

   Significant ______________________

   Helpful ______________________

   Unsure of effect ______________________

   Not significant ______________________

2. To what extent do you feel the students in general have incorporated what they learned into their behavior.

   A lot ______________________

   Somewhat ______________________

   Not very much ______________________

   Cannot see a difference ________

3. Please list the aspects of this program you feel are most helpful to students.

4. In what ways could the program be improved?

5. What concepts have you had a chance to reinforce in the classroom?

6. Additional questions or comments: